State of Arizona
Department of Education

Becoming
Library Literate

Arizona Department of Education,
Division of Educational Services & Resources
Adult Education Services
(602) 258-2410
www.ade.az.gov
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Becoming Library Literate

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Preface:

Becoming Library Literate is designed for instructors interested in teaching library skills as a unit or as abbreviated lessons. Instructors can decide which sections and activities are appropriate for their students. This guide need not be followed step-by-step.

This curriculum was adapted from the curriculum book provided by Mary Kostanski of the Tucson-Pima Public Library. Our thanks go to Ms. Kostanski for allowing us to use the curriculum and to modify it as needed.

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Notes to the Teacher

1) Please note that the units in this curriculum guide were not intended to be completed in a single day. We recommend that you break them up over several class sessions.

2) Pick-up library card applications for your students at any public library branch at least two weeks prior to your visit. If a student wants to get a library card, he or she will need to show proper identification. Review the "Commonly Asked Questions about the Library" sheet (Question 2) in Unit 1 with students so they will understand the identification requirements.

3) Encourage students who do not have library cards to arrive fifteen to twenty minutes before the tour in order to complete the necessary paperwork.

4) Call at least two weeks in advance to schedule a library tour. Let the library staff know of any special requests such as a bilingual tour guide or specific student interests that you would like covered. With at least three weeks advance notice, the branch may be able to arrange a story time for children while the adults are taking the tour.

5) If you would like a representative from the library to come and talk to your class, please call your local library branch manager to arrange a site visit.

6) If possible, enlist a volunteer or aide to assist you with Units 3 and 4. Students may need some individual attention with the exercises in these units.

7) Many, but not all, of the activities in this guide can be done at smaller branch libraries. However, at some point, you might consider taking the class to a larger, full-service branch.

8) Encourage students to work on library activities in pairs or small groups so they can help each other.

9) Let students know that mistakes are part of the process. <u>Learning how to use the library is a task that takes time and patience</u>.

10) Encourage students to always ask the library staff for assistance if they need it.

11) Don't feel that you must follow this guide step-by-step. If the structured method works for you, fine. If it doesn't, choose the sections and activities that you want to focus on and be creative. Imagination and flexibility are the keys to success in teaching students how to use the library.

UNIT 1

Pre-Library
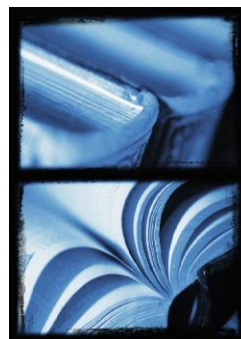
In This Unit:

SUGGESTED ACTIVITIES

[*] Asterisk designates that the master is included in this packet

Introducing the Public Library:

1) Let students know that the public library is a vast resource of information that, as taxpayers, belongs to them. There are a number of reasons why they might like to visit the library. The library has books, tapes, and videos for English and other languages, citizenship materials, car repair and consumer information, employment and career information, and information on education and training opportunities. Most libraries also have Internet access on their public computers, a variety of periodicals, DVDs, and special events. Do the students' children always seem to need more information for school reports? Do they simply want an entertaining book to read? The opportunities are endless, so try to impress this upon your students.

2) Review the "Commonly Asked Questions about the Library"[*] on pages 4-6 with students. Students new to the United States might need to know that public libraries here are free and everyone can use them. You may want to assign the "Comprehension Exercise for Commonly Asked Questions"[*] as homework for appropriate students or use it as a classroom activity.

3) Use local maps to figure out driving routes or bus routes to the nearest public library. Have students help each other read the maps. ELAA students could practice giving directions from their homes to the nearest library branch.

Preparing Students to Use the Library:

1) Introduce students to the various parts of a book using the "What Is a Book, Anyway?"[*] information sheet. Have some books available to demonstrate the concepts.

2) Using some sample library books, point out the Dewey Decimal call numbers and explain that all books at the library are classified according to these numbers, except fiction books, which are shelved alphabetically by author, and biographies, which are filed according to the subject's last name. Although a few libraries are moving to a "bookstore" model" that uses signage rather than call numbers, most systems sill classify by Dewey. Pass out copies of the "Dewey Decimal Classification System Information Sheet"[*] and note that there are ten main categories of classification (001-099 through 900-999). These categories can be broken down even further using numbers after a decimal point. These numbers are like street addresses; they tell you exactly where in the library you can find books on a particular subject.

   Note: Students may need additional help with decimals and alphabetical order.

SUGGESTED ACTIVITIES, continued

3) Review the "Library Vocabulary"[*] information sheet and decide if it is appropriate for your students. This is mainly for teacher reference, but you are welcome to create vocabulary lessons with it. The students will obviously understand the vocabulary better through demonstration at the library.

4) Let students know that they can get answers to their questions by calling the information desk at their local public library. Have the class think of two or three questions they would like answered (see samples below). If there is a waiting period to get a response, have a student volunteer his/her home telephone for the return call.

    a. What is the mailing address for the President of the United States?
    b. Do you have a recipe for Prickly Pear jelly?
    c. What is the price of a used 2000 Saturn (or other car)?
    d. What is the distance between Los Angeles and Washington, D.C.?
    e. Who plays the mother in the movie *Forever Young*?
    f. Where is Katmandu?

ELAA Activities:

Review the sample questions below and the sample questions in #4 above and have the class decide what information they want to find. Ask questions that will allow the students to act as the experts, such as "b" or "c" below. After you get the answer from the information desk, ask students if the information appears to be correct.

    a. What does "red tape" (or another common idiom) mean? "Keep up with the Joneses" is always a good introduction to United States culture.
    b. What is the average temperature in Mexico City/San Salvador in June? (depending on what nationalities you have represented in your class).
    c. Where did the Virgin of Guadalupe (or another person/legend) appear?
    d. What is the name of the President of Mexico (or another country)?

COMMONLY ASKED QUESTIONS
ABOUT THE LIBRARY

Libraries vary in their policies, but the answers below represent the norm. Be sure to check with your local branch about its specific policy.

1) How much does it cost to get a library card?

If you visit the public library serving your city or town, there is no charge for a library card. However, if you use a library outside of the area where you live, there is sometimes a nominal charge to obtain one. Also, there is usually a nominal replacement fee for a lost card.

2) What kind of information do I have to give in order to get a library card?

Usually, adult borrowers must present the following identification to receive a free library card:

A. An Arizona-issued driver license or Arizona photo ID with a current address and an address verification (such as a utility bill or piece of mail) which shows a current street address. A post office box or general delivery address will not be accepted for a current address, only for mailing purposes.

B. Appropriate military ID cards for active duty service personnel will be taken in lieu of other identification.

C. Non-resident cards are available for a fee. The non-resident fee may be waived for volunteers upon management's recommendation. Address verification required is a photo ID with current non-city/town residence which shows a current street address.

Information received is for library use only and is not given out to anyone. Library records are strictly confidential.

3) Do I have to be a United States citizen to get a local library card?

See "C" above for information.

4) How old do you have to be to get a library card?

All children or young adults (up to the age of 18) can be issued a library card with a parent's or legal guardian's signature. However, parents are financially responsible for lost books, fines, and other charges on cards issued to children and young adults.

COMMONLY ASKED QUESTIONS
ABOUT THE LIBRARY, continued

5) How many books can I check out?

New card applicants are allowed the same services as any other library card holders. Library cards usually must be presented to check out items.

6) How long can books be checked out?

Depending on the library, most materials may be checked out for two (2) or three (3) weeks. New books/bestsellers may be checked out for a shorter time. Videos may be checked out for seven (7) days; cassettes and CDs for three (3) weeks. New books/bestsellers may be checked out for ten (10) days.

7) Can I renew books?

Most items may be renewed. You can renew your own items using either the computers in the library, by calling the library information desk, or through Internet access from home. If an item is on hold, the system will not renew the item for you.

8) Does the library have anything besides books?

Yes, the library offers many different kinds of materials. The library has VHS, DVDs, e-books, music CDs, books on tape/CD, magazines, newspapers for adults, teens, and children. Internet access is available using library computers, or (in selected libraries) through library WiFi services.

9) Can I return items to another library branch?

In most cases, yes.

10) What happens if I damage a book, do not return it, or return it late?

Normally, if you damage a book and the library is able to repair it so that others may borrow it, you will be charged a nominal mending fee. If you damage a book or other item and it cannot be repaired, or if you do not return it, you will be asked to pay the replacement cost of the item plus a processing fee. If you return an item late, you will be charged a fine for the days it was overdue. Daily fines vary depending on the type of library item. Most libraries have a maximum amount you can be charged for overdue materials.

COMMONLY ASKED QUESTIONS
ABOUT THE LIBRARY, continued

11) Can I call the library for information?

Yes, if you have a question, the library can help you. Call your local branch library for assistance. The library can help you find the best recommended products on the market, new and used car and truck prices, out-of-state addresses and phone numbers, capitals of states and countries, populations, and much more! Your neighborhood library is listed in the telephone book in the Government Blue Pages.

12) What does the library offer for children?

Besides story times and puppet shows, many libraries offer board books for babies and toddlers, Dial-a-Story, picture books and fiction for older children, and non-fiction books for reports. Many libraries also offer summer reading programs from mid-June through July for children through twelve years old. Often, a teen summer reading program is also available for middle school students and older. Other special programs vary from site to site. Library activities are listed in the library's free calendar for programs at a branch near you.

13) Can I leave my children unattended in the library while I go look for books?

You and your children are always welcome at the library. However, for their safety, children must be supervised by a parent or guardian at all times. The library is not a childcare facility. Parents/guardians may be in violation of ARS §13-3619 and §8-201 (abandonment/neglect of children).

A one-hour visit is a reasonable maximum time period for unsupervised children between the ages of 10 and 12. Because children are very active, they cannot be expected to remain unsupervised for a longer period of time, nor do "homework" for hours every day after school. Library staff can help in the location of community resources that offer appropriate after-school care.

14) Can someone find out what books I have been reading?

No. No one has access to your library records except you.

COMPREHENSION EXERCISE FOR COMMONLY ASKED QUESTIONS

Answers are on Page 8

Directions: Work with another student to decide whether the following statements are true or false at your local public library. Correct the false statements and then review the answers with the rest of the class.

	True	False
1) Library cards are free.	_____	_____
2) I don't need a library card to take books out of the library.	_____	_____
3) If I don't have proof of my current address, I can't get a library card.	_____	_____
4) The library will not give my I.D. information and address to anyone.	_____	_____
5) Only United States citizens can use the library.	_____	_____
6) A two-month-old can get a library card.	_____	_____
7) The library only has books.	_____	_____
8) Most libraries have a limit for the amount I can be charged for an overdue book.	_____	_____
9) I can call the library to get answers to my questions.	_____	_____
10) People have to pay admission every time they go into the library.	_____	_____

ANSWERS TO COMPREHENSION EXERCISE

Instructors: Be sure to verify the accuracy of these statements at <u>your</u> local library. For instance, in Question #1, library cards may be free to city residents but not county residents.

1) **True**. Library cards are free to residents. If you lose your card and must replace it, you will be charged a nominal fee.

2) **False**. You must have a library card in order to check materials out of the library.

3) **True**. You must have proof of your current address to get a library card.

4) **True**. The information that you give to get a library card is kept strictly confidential. It is not given to <u>anyone</u>.

5) **False**. <u>Everyone</u> can use the library.

6) **True**. Even babies can get library cards with a parent's or legal guardian's signature.

7) **False**. The library also has videos, CDs, audio cassettes, books on tape, magazines and newspapers.

8) **True**. Most libraries establish a maximum amount that you can be charged for an overdue book.

9) **True**. You can call your local branch library to get answers to questions.

10) **False**. It does not cost anything to use the library.

WHAT IS A BOOK, ANYWAY?

When you think of libraries, you probably think of books. Most people don't stop to think that a book isn't just words, white pages with black ink, and a cover. A book has many parts. This page explains the various parts of a book. The next time you read a book, or check one out from the library, thumb through it and notice the different parts.

Title: The name of the book.

Author: The person who wrote the book.

Publisher: The person or firm printing and selling the book.

Place of Publication: The city where the book is published.

Copyright Date: The date the book was registered for a copyright (usually the same as the publication date).

Title Page: The page in a book where you can find the title, author, publisher, copyright date, and other information; it is found at the beginning of the book.

Preface, Foreword, & Introduction: These three words basically mean the same thing. They explain why the book was written and sometimes give the reader background information about the book. Often, it lets the reader know who else has helped the author write the book.

Table of Contents: Usually found in the front of a book, the table of contents is a list of the chapters and the order in which they are found in the book. The table of contents is a good place to look to find out if you want to read the book. It gives the reader an idea of the scope of the book.

Index: Usually found in the back of a book, the index is an alphabetical listing of names and subjects in a book. It also lists the page numbers where you can find those subjects. Use the index to find a certain subject quickly.

Appendix: Often found in reference books or textbooks following the main part of the book, the appendix gives additional information such as tables and lists.

Glossary: Found in some books, the glossary is a vocabulary list of difficult or foreign words used in the text.

Bibliography: The bibliography is a list of books that tells where the author found information. Sometimes, the books are listed for readers who want additional information.

Dewey Decimal Classification System Information Sheet

Materials at the library are shelved using numbers from the Dewey Decimal Classification System. You will find the Dewey numbers on the spine labels located on the sides of the books. In addition to books, you can also find cassettes and videos using the numbers below.

001-099 GENERALITIES

paranormal phenomena & mysteries (UFOs, Bermuda Triangle)....001
computers…….......004-005
encyclopedias…..….......030
journalism…...……......070

100-199 PHILOSOPHY & PSYCHOLOGY

occult, dreams, astrology….…………130
psychology….….…...… 150
self-help….…...….…… 158
philosophy…...100, 160-190

200-299 RELIGION

the Bible…..….……...…220
Christianity..……….230-280
comparative religions.....290
cults….……….……...…291
Greek & Roman Mythology…….…...…292

300-399 SOCIAL SCIENCES

sociology….……….…...301
political science…....…...320
civil & political rights.......323
economics…….………...330
law….……….……...…340

U.S. Constitution……….342
immigration…….……....342
substance abuse…........362
true crime……….…...…364
holidays, special occasions……..….…390
etiquette….…….………395
folktales…….…….….....398

400-499 LANGUAGE (dictionaries, grammars)

English…….…..….....420
Spanish…….…...….…460
Japanese….……….....495

500-599 NATURAL SCIENCES & MATHEMATICS

mathematics…….……...510
astronomy….……….…520
physics….…….……....530
chemistry….……….…540
prehistoric life……….....560
dinosaurs….……...…....567
evolution, biology……....570
plants…….……....…...580
animals…….………......590

600-699 TECHNOLOGY

medical & drug information…….…….610
exercise & diet…….......613

alternative health…...…..615
diseases…….…………616
pregnancy…….……….....618
auto repair…….……......629
gardening…….….……....635
pets…….……….……....636
home economics…….…...640
cooking…….……….......641
sewing…….……………646
child rearing….…………649
business…….…………650
small business…….…….658
hobbies….…………......680
home improvement…….....690

700-799 THE ARTS

landscaping….………….712
architecture….…………720
drawing….…….………...740
crafts….……….……...745
needlework….……….….746
interior decoration…….....747
painting….……….……750
photography….…………770
music….…….………....780
radio & television….……791
games/party info…......793-795
sports….…….………….796

800-899 LITERATURE

writing improvement……….808
American literature……810-818
poetry…….…………811
humor…….…………817
British literature……….820-829
World literature……….830-890

900-999 GEOGRAPHY & HISTORY

geography….………….910
world travel….…………910-919
baby names….…………929

LIBRARY VOCABULARY

General Information:

Check-out desk: (also know as the **Circulation Desk**): The place to get a library card and to borrow, renew, or bring back materials to the library.

Library card: A card that allows you to borrow materials to take home from the library. You can get a card by showing identification with a picture and your current address.

Computer catalog: Computer terminals in the library where materials can be found by author, title, keyword, or subject. The catalog is available in English.

Due date: The day by which materials must be returned or renewed. After this date, fines are charged.

Fines: A fee the library charges when your books are not returned by the due date. Sometimes, you can pay your fines a little at a time and still check out library materials.

Renew: To extend the due date for the materials you have checked out. Some materials may not be renewed. You can renew your own materials using the library's computer catalog or on the Internet.

Hold/Reserve: To ask for materials which are presently checked out or at another branch. You can "hold" a book and have it sent to your closest library. Ask a librarian for help or "hold" your own books using the computer catalog.

Book drop: A place near the library entrance to return books without going into the library or when the library is closed. Sometimes, a library's book drop may be closed when the library is open; check with your local branch library for more information.

Library Collections:

Library materials: This includes all categories of items available for check out from the library: books, books-on-tape, videos, music cassettes, CDs, kits, art prints, and magazines.

Paperbacks: Books with soft covers.

LIBRARY VOCABULARY, continued

Hardbacks: Books with hard covers.

Periodicals: Magazines and newspapers.

High-interest/Low-level ("Readers"): Books for learning to read or learning English. Easier words are used, but the stories appeal to adults.

Large type: (LT) Books printed in large letters for people who have problems reading small printed.

Reference materials: Library materials used to answer a question or research a subject. They cannot be checked out.

Non-fiction: Library materials that are about the real world. Some examples of subjects in this category are history, biography, auto repair, crafts, cooking, travel, and sports.

Biography: The story of a person's life.

Fiction: Stories that are not about real events or people. Examples of fiction are novels and short stories.

Classics: Most classics were written many years ago but continue to be read and taught in schools. Many people think these are the best books ever written. An example of an American classic is *Moby Dick* by Herman Melville, published in 1851.

Mystery: Fiction that contains a puzzle, often a murder, to be solved. The reader is kept in suspense about who committed the crime or how a known criminal will be caught.

Science fiction/Fantasy: Stories that present situations unlike the ones known to us on earth but that could be true in another place, time, or world.

Western: Adventure stories typically set in the western United States during the 19th and 20th centuries. Characters in the stories are usually cowboys or pioneers.

Romance: These love stories take place in any country or time period.

Young adult: (YA) Can be either fiction or non-fiction. Separate fiction section of young adult fiction authors. Non-fiction young adult is filed with the adult non-fiction.

LIBRARY VOCABULARY, continued

Audio-Visual materials: Library materials you listen to (audio) or watch (visual) instead of read. The library checks out music cassettes, CDs, videos, books-on-tape (fiction and non-fiction recorded on audio cassettes or CDs), and kits (containing both a book and an audio-visual product). There are audio-visual materials for children, teens, and adults in English, Spanish, or both.

Especially for Youth:

Children's area: The area of the library that is especially for children from birth to 8th grade. All books for youth or juveniles are depicted with a (J) in the location.

Board books: Sturdy board books for children who are newborns through 18 months of age. Babies and young children can handle these books without hurting the books or themselves.

Toddler picture books: Colorful picture books with few words for ages 18 months to 3 years.

Preschool picture books: Stories or factual information presented with detailed pictures and easy words to help 3-5 year olds develop pre-reading skills.

Easy readers: Books with easy words for children who are learning to read.

Chapter books: These have few or no pictures and are divided into chapters.

Services:

Information desk: Where to ask for help about how to use the library computer catalog or how to find the information you need in print or online.

Story time: Regular programs for young children featuring stories and activities. Different story times are offered for these age levels: (1) toddlers, 18 months through 2 years; and (2) preschoolers, ages 3-5 years. Some branches offer bilingual (English/Spanish) story times.

Spanish Collection: Fiction, non-fiction, and magazines written in Spanish.

Summer reading program: Summertime activities for children and teens involving reading and special programs that are fun and educational.

UNIT 2

Library Tours
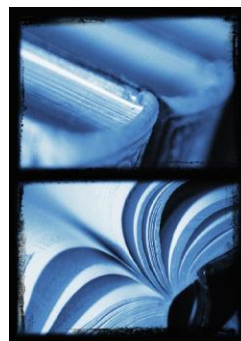
In This Unit:

GOALS

This unit is designed to:

1) Increase students' awareness of libraries as resources for community information.

2) Establish the relevance of the library to students' lives.

3) Help students feel comfortable in the library.

4) Impress upon students that the library staff is there to help them.

5) Familiarize students with library resources and services.

6) Create awareness of the various methods used to locate information and materials.

COMPETENCIES

Upon completion of the tour, students will:

1) Feel confident enough to return to the library on their own.

2) Understand that the library contains resources that can enrich their lives.

3) Identify a resource or service of personal value.

4) Be familiar with the various sections of the library and know what special programs the library offers.

5) Know how and where to ask questions to find information.

6) Understand what is required to get a library card.

7) Know where to check out and return materials.

8) Have a basic understanding of the library's computer catalog.

SUGGESTED ACTIVITIES

[*] Asterisk designates that the master is included in this packet

Pre-Library:

Remember to call at least two weeks in advance to schedule a library tour. Let the library staff know of any special requests such as a bilingual tour guide or specific student interests that you would like covered. With at least three weeks advance notice, the branch may be able to arrange a story time for children while the adults are taking the tour.

At the Library:

1) Have students get library cards. Enlist those who already have cards to help those who want to get a card. New card holders may have a limit on the number of materials they can check out the first time.

2) Pass out the "Introduction to the Computer Catalog"[*] and review the basics. The library's computer catalog allows patrons to find information using author, title, keyword, and subject searches.

3) Allow for some unstructured browsing time.

4) Invite students to check out materials that interest them.

5) Take some of the library's flyers that advertise current programs and special services. Bring the information back to class and discuss which programs might interest the students or their children.

Post-Library:

Two weeks after the visit, follow up with students to see how many have used the materials they checked out and how many have returned to the library. Address any questions or concerns learners may have.

INTRODUCTION TO THE COMPUTER CATALOG

The library computer catalog is the most important link to finding the information you need at the library. It is very easy to use, and with a little practice, you'll be an expert!

Directions:

1) Make sure you are on the main page for your library.

2) You may do several types of searches by clicking on title, author, subject, and so on. Below, are the most common searches and how to do them:

3) **Title Search:** Type in as much of the title as you know. If the title starts with "a," "an," or "the," simply start with the next word in the title. Then, press the enter key or click on "Search." Example – "last Mohicans" retrieves the book *The Last of the Mohicans.*

4) **Author Search:** Choose this option if you know the name of the author. You may type the last name, comma, space, and then the first name or just the first name and then the last name with a space in between. Don't forget to either click on the "Search" button or press the enter key on the keyboard. Example: "earp, josephine" or "josephine earp" retrieves the book *I Married Wyatt Earp.*

5) **Subject Search:** Type in a subject. This is a more specific search than a word search. Example: "earp, wyatt" retrieves many listings on the famous frontier marshall.

6) **Word or Phrase Search:** Use this search if you know any of the words in a title. This is especially good when you are not sure of the exact title. Example: "married wyatt" retrieves the book *I Married Wyatt Earp.*

7) You may also check your circulation record and place holds on items using the computer catalog. You will probably need to enter your library card number and your Personal Identification Number (PIN). If you don't have a PIN, go to the circulation desk to get one.

UNIT 3

Information-Seeking Skills
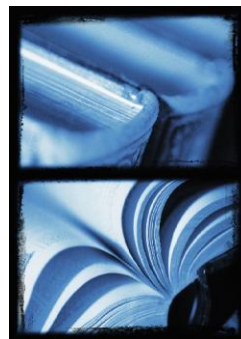
In This Unit:

GOALS

This unit is designed to:

1) Give students the opportunity to practice locating information sources and recreational reading available from the library.

2) Encourage students to ask the library staff for assistance in finding information.

3) Allow students the opportunity to practice on the library computer catalog and to enable them to complete simple author, title, and subject searches.

4) Help students develop and use their own information-seeking strategies.

COMPETENCIES

Upon completion of this unit, students will:

1) Be able to complete simple author, title, and subject searches on the library computer catalog.

2) Understand that non-fiction books at the library are classified by subject and call number according to the Dewey Decimal Classification System and that fiction books are shelved alphabetically by the author's last name. Biographies are filed by the subject's last name.

3) Know how to locate materials using the Dewey Decimal Classification System.

4) Recognize library terms such as "reference," "periodicals," "computer catalog," "call number," "fiction," and "nonfiction."

5) Cite examples of different types of information that can be found in the reference area.

6) Know when and how to use basic reference sources such as encyclopedias, atlases, almanacs, and dictionaries.

7) Feel comfortable requesting assistance in locating materials in the library.

8) Understand that there are different information-seeking strategies. For example, they can look up a particular item on the library computer catalog, ask for help at the Information Desk or go to specific collections.

SUGGESTED ACTIVITIES

*Asterisk designates that the master is included in this booklet.

Pre-Library:

1) This unit contains two student worksheets (A and B). Review these worksheets and decide which ones you want to use with your class and how you might need to adjust them. You may want to choose specific activities from the different worksheets and "cut and paste" to create your own. Worksheet A will give students practice doing information searches at the library. This worksheet is broken down into parts I-II. Worksheet B and the "Table of Reference Sources"* focus on using reference sources. This table is included mainly as an informational piece for the instructor.

2) Let students know that there are many ways to look up information. For example, if they want some information on earthquakes, they can do a subject or word search using "earthquakes" on the library computer catalog. Or they can browse the shelves in the 551 area. They can also use general reference sources such as encyclopedias to find this information. Most importantly, they can start any search by asking a librarian for help.

3) Let students know that if the book they are looking for is not on the shelf, they can either look for books with similar call numbers (i.e., same subject area) or place it on hold with the library staff. They will be contacted when the book is available.

At the Library:

1) Emphasize to students that if they need help finding information, the library staff is there to help them.

2) Remind students that the library is divided into two basic areas, fiction and non-fiction. Fiction books are shelved alphabetically by the author's last name. Non-fiction books are shelved according to the Dewey Decimal Classification System. Biographies are filed by the subject's last name. See the "Dewey Decimal Classification System Information Sheet"* in Unit 1 if you haven't already reviewed it. Also, the "Library Vocabulary"* sheet in Unit 1 has definitions of various literary genres.

3) Point out the library computer catalog, the Reference Area, and the Information Desk. Let students know that the Reference Area houses books that do not check out and that the Information Desk staff is there to answer their questions.

SUGGESTED ACTIVITIES, continued

4) Organize students in small groups to work on the appropriate worksheet. To avoid students bunching up in one area, have the groups start on different sections of the worksheets or on different worksheets altogether. Let students know that the numbers in parenthesis after the title of a book on the worksheets is the call number (address) for a book.

Post-Library:

1) You may want to have students conduct a "Personal Interest Topic Search" while they are at the library. Then, learners can present their findings either with an oral report or written assignment. They could include where they found the information, specific information they found, and how they might be able to use that information.

WORKSHEET A: Searching for Information

Instructor: Different libraries have different computer systems. Even labels such as "keyword" or "next" may not be seen on every public access catalog computer.

Part I: General Interest:

1) Whether you're interested in crafts or cars, gardening or cooking, sports or travel, the library is a great place to pursue your interests. Go to the computer catalog and do a **keyword/phrase search** using "desserts." Click on the "Search" button. Scroll down through the results of this search and you will see that many of the books have almost the same Dewey Decimal numbers. You can browse using the Dewey Decimal number for dessert cookbooks in any library in your library district. Write down the title of a dessert cookbook.

   _____

2) Now, do a **subject search** using "interior decoration." Find a book that sounds interesting to you. Click on "Next" to see more titles. Write down the title and the call number.

   _____

3) The library has many books with great advice on raising children. Do a **keyword/phrase** search using "parenting and find a title that sounds helpful. Write it down.

   _____

4) *Xeriscape Plant Guide* has very good information on gardening in the dry Southwest. Choose a **title search** and write down the call number.

   _____

5) Want to find a video on gardening? You can search so that the catalog will retrieve only videos on gardening without getting a list of gardening books as well. You can look through the search results by clicking on the buttons that read "Details." You may also use this type of search to look for audio cassettes or CDs by your favorite authors.

6) Do you want to travel? Check the shelves for books between call numbers 914 and 917 to find a country you would like to visit. Write down the title of a book that can tell you about the country.

_____

What is the book's call number? (See the spine label on the side of the book).

_____

WORKSHEET A: Searching for Information, continued

Part II: Employment and Education:

The library is a great place to explore your future! You'll find many books about jobs and job hunting, education, training, and careers that can help you (or your spouse, child, friend, or relative). Most career books, including resumes and college guides are located in the **Career** section of the library.

1) Do a **words or phrase search** on the computer catalog using "job hunting." Browse through the titles and find one that looks helpful by scrolling down the page, or by clicking on "Next." Write down the title: _____ and the call number: _____.

2) Now do a **subject search** using "résumés." Before you click on "Search" click on the dropdown arrow to the right of the "library" box. Select a branch. Now click on the "Search" button to see which résumé books are located in the branch you specified. Choose an item from that list to see if it is available. Is it checked out?

   _____

3) You can find information on community, junior, and four year colleges at the library. Use **title searches** to find the call numbers of the following two books (*Instructor: Verify that these two titles are in your library's collection*):

   Peterson's Two-Year Colleges: _____

   Peterson's Four-Year Colleges: _____

4) Is your life too busy to go to classes? Would you like to stay at home and study? There are many schools that do correspondence study, which is study by mail. Do a **words or phrases**, or **subject** search and type in "correspondence schools." Write down the title of a book: _____

5) If you want to pursue a vocational career, go to the **Career Reference Area** of the library and look for the call number 331.7. What is the title?

   _____

6) The *Encyclopedia of Careers and Vocational Guidance* is a four-volume set describing careers. Select a career in one of the volumes. There is a list of contacts in the section "For More Information" at the end of each career article. What kinds of contacts are listed (*Instructor: Verify that your library owns this title.*)?

   _____

_____

7) Locate a copy of the *Young Person's Occupational Outlook Handbook* in the Career section. (*Instructor – Verify that your library has this title.*) Look up "medical assistants" in the index in the back of the book and go to that page. How is the outlook for this job? (increase? decrease?) _____ You can find very helpful information in this handbook, such as training, average pay, related jobs, and contact agencies. Look up a job or career you might be interested in and take some notes:

_____

_____

_____

_____

_____

8) Ask at the **Information Desk** for the *College Board Book of Majors.* It is a great source of information on college majors and where they are offered (*Instructor – Verify that your library owns this title.*).

Let's say you want to be a nurse someday. Look in the section called "Colleges Listed by Major." Which colleges in Arizona offer nursing programs?

_____

Now, think of a job or field that you would like to pursue and write it down:

_____

Find a school in this guide that offers the program of study you would need.

_____

Write down the phone number and address:

_____

Why not call or write to them and have them send you some information?

Note: If you want information on financial aid or scholarships, look in the 378.3 or 378.34s for helpful books.

Table of Reference Sources:

Reference Source	Description	Examples
Almanacs	Give current facts on subjects such as awards, records, important dates, famous people, weather, and important news events. There are general and specific almanacs.	*World Almanac* *Old Farmer's Almanac* *The Native American Almanac* *Vietnam War Almanac* *ESPN Sports Almanac*
Atlases	Contain maps, tables, charts, and sometimes facts and statistics on many subjects. Information may be presented from political, historical, geographical, economic, or other points of view.	*Times Atlas of the World* *Arizona Atlas and Gazetteer* *Rand McNally Road Atlas* *Military Atlas of the Civil War* *Oxford Bible Atlas*
Biographical Sources	Contain information about the lives and achievements of famous (and not so famous) people.	*Current Biography* *Notable American Women* *Who's Who in World War II*
Dictionaries	Give pronunciations, definitions, parts of speech, and sometimes synonyms and antonyms of words in English and other languages. There are also specialized dictionaries, which contain words within a specific subject or field.	*Merriam Webster Dictionary* *Mosby's Medical Dictionary* *Oxford Spanish Dictionary* *Crossword Puzzle Dictionary* *Ultimate Visual Dictionary* *Oxford Dictionary of Slang*
Directories	Help you find the addresses of people, businesses, government agencies, and organizations. These include telephone directories for Arizona cities and towns and major U.S. cities.	*Celebrity Directory* *Arizona Manufacturers Directory* *Encyclopedia of Associations* *International Jobs Directory* *Peterson's College Directory*
Encyclopedias	Contain articles on many topics, such as famous people, countries, art, history, animals, and science. There are also specialized encyclopedias that have articles on topics in a particular subject or field.	*World Book Encyclopedia* *Encyclopedia of Careers and Vocational Guidance* *Encyclopedia of Christmas* *UXL Encyclopedia of Science* *Encyclopedia of Britain*
Magazine and Newspaper Indexes	List newspaper and popular magazine articles by subject. Magazine entries usually include the magazine title, the title of the articles, author, volume number, date of issue, and the page number. Many InfoTrac entries have a short description of the article (an abstract) or the complete text of the article. Newspaper entries may include the date of the article, column, page number, and text.	*InfoTrac (198x-present)* *Reader's Guide to Periodical Literature* *AZ Republic Online (1987-current)* *USA Today Online (1988-current)*
Library Staff	People located at a desk or counter at the public library who are eager to help you find the answers to your questions. They are the best information source at the library. So, ask for help when you need it!	

Note: The Youth Services Area of the library may have reference materials that are appropriate for adult use.

WORKSHEET B: Practice with Basic Reference Sources

The Reference Area of the library has books that you can use to find specific information. Since they are always in demand, these books do not check out. You are welcome to use them in the library. If you can't find a reference book on the shelf, it may be behind the Information Desk. So ask the librarian to locate it for you.

Almanacs:

Almanacs can help you answer questions about sports, entertainment, government, population, and <u>many</u> other subjects.

1) Librarians love *The World Almanac and Book of Facts* because it has so much information! Do you want to know who won an Academy Award for a certain year (back to 1927)? Look in the index under "Academy Awards" and find the correct pages. Write down the best picture for 1965:_____

2) Some libraries own *Chase's Calendar of Events* is an almanac that lists more holidays and celebrations than you can imagine! The information is arranged by days of the year. Look up your birthday and write down an event that will happen on your special day: _____

Atlases:

Atlases have maps and other geographical information that can help you plan a trip or learn more about the earth and other nations of the world.

1) A road atlas can help you plan a trip anywhere in the United States. Find the United States road map, usually at the beginning of the atlas. Write down the best route number from Tucson to Jacksonville, Florida: _____. Now turn to the "Mileage Chart" towards the back of the atlas and find the total mileage from Tucson to Jacksonville: _____.

2) Find a world atlas or ask for help locating it. Look up "Mexico" in the index in the back of the book. How many states in the United States have towns called Mexico? _____
Now find "Mexico country" and write down the plate number (the number in the first column): _____ and the coordinates (the numbers in the second column): _____. Turn to that place in the atlas and find Mexico. What ocean borders Mexico on the west? _____ What body of water borders Mexico on the east? _____

WORKSHEET B: Practice with Basic Reference Sources, continued

Dictionaries:

Dictionaries are books about words. Almost every word that we speak is in some dictionary, even if it is a dictionary of American slang. The library has many types of dictionaries, including foreign language dictionaries. Most branches have English-Spanish and other foreign language dictionaries. Look in the (463.21) section for an English-Spanish dictionary. Look up "library." What is the Spanish word for "library"? _____

Directories:

The library has a lot more than Arizona telephone directories! You can connect with many people and organizations using directories.

1) Have you thought about visiting or relocating to another city in Arizona? You can find out about many Arizona cities, towns, and Indian communities in *Arizona Community Profiles* (kept at the Information Desk or available online). This reference is in alphabetical order by the name of the community. Find "Young." What's the elevation there? _____

Encyclopedias:

Encyclopedias are great for general information on a topic. Some library branches have copies of the *World Book Encyclopedia* that check out. Use the *World Book*, or another set of encyclopedias, to do the following exercises:

1) Get the "U-V" volume and look up "Vietnam." What is the capital? _____ What sea borders it on the east? _____

2) Find the "J-K" volume and look up "Martin Luther King." Remember to use "King, Martin Luther." Briefly read the first two paragraphs and write down something you find interesting about King: _____

UNIT 4

Library Websites
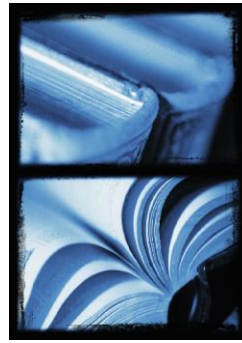
In This Unit:

GOALS

This unit is designed to:

1) Help students to understand the value of a library Website.

2) Show them how a trip to the library isn't always necessary.

3) Help students to gain confidence in their own research capabilities

COMPETENCIES

Upon completion of this unit, students will:

1) Understand how to find information on the library Website.

2) Make students aware of how a library Website can help them save time by learning that a trip to the library isn't always needed.

3) Know that a library Website can be a good place to start any research.

SUGGESTED ACTIVITIES

"Pre-library" and "post-library" plans are unnecessary as these activities are not dependent on a visit to the library. The instructor can decide to demonstrate these activities in a group setting using an LCD projector if there is enough demand.

Remind the students of the library catalog and how they had learned how to use it. Explain to them that this same catalog is available through the library Website. If the students have the opportunity, they should find the library Website on the Internet and look for the library catalog link.

1) Have students try a couple of the same searches they tried when at the library.

Students should explore the Website to find basic information about library hours and locations, fines and fees, and upcoming events.

1) When are story times at the library? _____

Students should find information about the **Services for Business, Children, Seniors, and Teens**. *Instructor: Other services may be listed on your library's Website.*

The following exercises are only suggestions to encourage students to explore and become familiar with the Website.

1) Select a service. List two things that you find helpful or interesting about the service you have selected:

    a. _____

    b. _____

2) Does the Website have a link to Magazines and Newspapers? Click on the link and type in your search terms. What search terms did you type? _____

    a. How many news articles did that search come up with? _____

    b. Select one of the articles and click on its link. What magazine did the article come from? _____

    c. Could this magazine database help you? List two ways it could be helpful to you.

        I. _____

II._____

3) Return to the Home page. Explore the databases or research link. Look for a listing of test provided. Could any of the tests covered in this database help you or someone you know? _____

4) See if your library Website offers any online programs to learn another language. If the answer is yes, what is the name of the program? _____

WORKSHEET C: Personal Interest Topic

Now is your chance to find the information you need, and you don't have to do it alone! Your teacher and the library staff will help you find it.

1) Think for a few minutes about a topic that interests you. Maybe you would like some information on a children's school activity, a product you recently wanted to buy, a health problem, your child's behavior, or something you heard about in the news.

2) Write down the name of that topic: _____

3) What questions do you have about this topic?

_____

_____

_____

_____

4) Now, begin your search for information. You can start either by using any of the reference sources, online resources, or by asking the library staff to help you. <u>Remember to take notes for questions 5 & 6 below</u>.

5) On the following lines, write down the answers to your questions as well as other interesting information that you found. Use the other side of this paper if you need more room.

_____

_____

_____

_____

_____

_____

_____

_____

_____

6) What sources at the library did you use to find this information? List four resources and what they had that could help you. Fill in this information in the table below.

Name of Resource	Information Used

7) Did you ask a librarian for help?   **Yes**   **No**